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ABSTRACT

The National Mentoring Partnership conducted a survey of mentoring programs for school-age children. This report describes the characteristics of the programs, their mentors, and the youth they serve, and presents a classification of mentoring programs based on the data collected. The 722 programs responding to the survey were serving about 115,000 youth aged 5 to 18. Nearly 40% of the programs were less than 5 years old, and newer programs tended to be smaller than those established earlier. Programs tended to have multiple goals for mentoring relationships, but long-established programs were more likely to report personal development or relationship formation as the most important goal for mentoring matches, while newer programs were more likely to report academic or career-related goals as most important for their matches. The developed classification first separates group from one-on-one programs and then divides site-based and community-based programs according to their long-term and short-term emphases and the amount of infrastructure the program contains. Two appendixes discusses study methodology and describe the National Mentoring Partnership's Public Policy Council. (Contains 12 tables, 10 figures, and 7 references.) (SLD)

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MENTOR
THE NATIONAL MENTORING PARTNERSHIP

Mentoring School-Age Children

A Classification of Programs

Cynthia L. Sipe
Anne E. Roder

Prepared for The National Mentoring Partnership's Public Policy Council

Funded by the U.S. Department of Education,
Office of Educational Research and Improvement

UD 032 981

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Spring 1999

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This report is the culmination of two years of work on the part of numerous individuals. First, we would like to thank the individuals at the 722 mentoring programs who took the time to respond to our questions. Without their cooperation we would not have been able to complete the data collection and produce this report. Second, we would like to thank the Public/Private Ventures (P/PV) staff who spent hours contacting programs and conducting interviews: Eleanor Hammond, Crystal Wyatt, Averil Clarke and Kei Sochi. Hammond was also responsible for maintaining the data base and keeping track of which programs had been contacted and which interviews had been completed. Batia Trietsch helped us locate programs for which we had only partial contact information. Nancy Resch assisted in selecting programs for interviews and set up the data files for later analysis. Throughout the data collection process, Amy Arbreton managed the overall project with her usual care, thoughtfulness and attention to detail. Sarah Pepper analyzed (and re-analyzed as necessary) the data, helping us to create the clusters that make up the final classification.

Several individuals within P/PV reviewed drafts of the report and provided valuable comments leading to the final text. Within P/PV, Amy Arbreton and Carla Herrera reviewed early drafts of the report. Gary Walker made valuable suggestions regarding the context in which to situate and interpret the findings. Herrera also assisted with the literature review and redrafting of the introductory chapter of the report. Wendy McClanahan assisted with the analysis and the development of the final classification.

The National Mentoring Partnership's Public Policy Council has been involved in the project from its inception, by initially helping to define the scope of the research, by nominating programs included in the sample, by encouraging their affiliates to respond to the survey, by providing advice on important dimensions of the classification and by reviewing and commenting on an earlier draft of this report. The members of the project's advisory committee—Tom McKenna, Susan Weinberger, Nancy Henkin, LaVerne Alexander, Susan Ladner, Jackie Rhoden-Trader, Jay Smink, Ann Ensinger and Paul Bardack—have been particularly helpful throughout the processes of data collection, analysis and report development.

Natalie Jaffe edited the manuscript with her usual skill. Audrey Walmsley and Maxine Sherman were responsible for typing and formatting the final document.

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EXECUTIVE SUMMARY

With the growing recognition that increasing numbers of youth have few adults with whom they have positive, supportive relationships, the number and type of programs attempting to provide adult support to youth (i.e., mentoring) has increased dramatically in recent years. Many of the programs being implemented today, however, have extended the concept of mentoring to include relationships between youth and adults very different than the traditional one-on-one friendship model characteristic of such well-known and proven-effective mentoring programs as Big Brothers Big Sisters (BBBS). Mentors now target a variety of youth's concerns, work with multiple youth at a time and meet with youth in a different types of settings.

Although previous research has documented the characteristics and impacts of the traditional Big Brothers Big Sisters mentoring program, the rapid expansion and changes in the features that characterize many of these newer programs raise two questions: (1) How can we usefully characterize the new types of mentoring programs operating today? and (2) Are any of these new types effective in developing meaningful relationships between mentors and youth? The Mentoring for School-Age Children study, undertaken by P/PV in 1996 (with funding from the U.S. Department of Education in conjunction with the The National Mentoring Partnership's Public Policy Council) was designed to address both of these questions. This first report from the study describes characteristics of mentoring programs, their mentors and the youth they serve based on the responses of 722 programs nominated to participate in the initial survey of the research project.[1]

The report also presents a classification of mentoring programs based on the data we collected. This classification will be critical in addressing, in the next report, the second question posed by the research, namely, which types of programs are effective and what program characteristics contribute to that success?

FINDINGS

The 722 programs responding to our survey were serving about 115,00 youth between the ages of five and 18 at the time of the survey. The programs in our sample include group and one-on-one models; site-based programs, in which youth and mentors typically meet in one location on a regular basis; and community-based programs, in which youth and mentors are free to meet wherever they choose. The data provided by these programs provide us with what appear to be some important trends in the mentoring field based on differences we observed between newer and long-standing programs. Rather than simply replicating the traditional BBBS model, newer

[1]The sample of mentoring programs included in our survey is not a random sample of all mentoring programs in the country. We believe, however, that this sample provides a good indication of the full range of mentoring programs that currently exist.

programs are emphasizing somewhat more instrumental goals and activities as well as experimenting with different types of relationships. We were pleased to find that most programs seem to have sufficient infrastructure to adequately screen, train and support their mentors, but were somewhat surprised that many are de-emphasizing the importance of developing long-term relationships. These findings are summarized below.

- The number of programs has increased substantially in recent years; most of them are relatively small.

Nearly 40 percent of the programs we surveyed had been operating for less than five years. Although BBBS has continued to expand its program base, the majority of new programs are not affiliated with BBBS. Almost 60 percent of the BBBS programs had been around for 15 years or longer whereas only 18 percent of other programs had been operating that long and 46 percent of these other programs were initiated within five years of our survey.

Although the programs in our sample serve an average of 164 youth, newer programs tend to be smaller. Nearly 80 percent of the programs operating for less than two years were serving fewer than 50 youth and only 12 percent serve more than 100. In contrast, almost half the programs that have been around for 15 years or longer serve 100 or more youth. The data suggest, however, that the new programs are likely to increase in size over time. Among programs that have existed between two and 10 years about 20 percent serve 100 or more youth and a third of the programs operating between 10 and 15 years serve 100 or more youth. Almost half those that have been around for 15 years or longer serve 100 or more youth and 23 percent of these long-standing programs serve 250 or more youth.

- Mentoring programs have a variety of goals and expect youth and mentors to engage in a variety of activities.

Programs tend to have multiple goals for mentoring relationships. Most (74%) aim to have a positive impact on youth's personal development and nearly two-thirds expect to influence youth's academic behavior or performance. About 70 percent of programs expect youth and mentors to spend some time in social and recreational activities, and nearly 80 percent expect that academic activities will be included in how youth and mentors spend their time together.

The primary goal for these mentoring relationships, however, appears to be changing somewhat over time. Long-standing programs (i.e., those existing for at least 10 years) are more likely (60% compared with 48% among newer programs) to cite personal development or relationship formation as the most important goal for matches. Newer programs (i.e., those that were less than two years old at the time of the survey) were more likely (23%) than established programs (only 8%) to report academic or career-related goals as most important for their matches. (Programs between two and 10 years old resembled the newer programs—49 percent emphasized personal development and relationship formation as most important whereas 25 percent focused on academic or career goals.)

- Programs are experimenting with new program configurations—exploring site-based models rather than the traditional community-based approach, matching mentors with multiple youth or groups of mentors with groups of youth and combining mentoring with other program components.

The majority of programs in our sample match one mentor with one youth. Twenty-one percent match mentors with multiple youth with whom they meet as a group. Among these group programs, the number of youth assigned to each mentor ranges from two to 30, with a median of four youth per mentor. Staff at a number of these programs reported that they would prefer one-on-one matches, but have begun matching mentors with two or three youth as a way to compensate for the lack of volunteers. Newer programs are more likely to use a group mentoring model—the majority of group programs are between five and seven years old in contrast with traditional one-on-one programs, most of which have been around for at least 15 years.

Many of these newer programs are also site-based. About 45 percent of the programs surveyed are site-based, with the majority (more than 70%) of them located in schools. Not only are site-based programs relatively young (most began less than five years prior to our survey), but they often include mentoring as only one component of a more comprehensive program model. About 40 percent of site-based programs are mentoring-only programs compared with nearly 60 percent of traditional mentoring programs. Site-based programs are also more likely to target specific activities—academic, life skills or career-related—in which mentors and youth engage and are less likely to include social and recreational activities than are community-based programs. (Seventy-nine percent of community-based programs include social and/or recreational activities compared with 64 percent of place-based programs.)

- The level of infrastructure, i.e., the type of volunteer screening, the amount of orientation and training and the amount of ongoing support for mentors, varies across the programs in our sample, but most are meeting the benchmarks that characterize quality programming as exemplified in BBBS's national standards.

With regard to screening, BBBS programs are more stringent than most other programs in the sample. Across all programs about 75 percent use at least three of the four main screening criteria—written applications, personal interviews, reference checks and criminal records checks. More than 95 percent of BBBS programs rely on all four of these criteria in screening their applicants.

In the area of orientation and training, however, BBBS programs tend to provide their volunteers with somewhat less training than other programs in the sample. Very few programs (less than 10%) do not provide any orientation or training to volunteers. Among programs that provide at least some orientation and/or training, 55 percent of BBBS programs offer less than two hours total whereas 55 percent of other programs provide two or more hours of training.

Other programs also provide their mentors with somewhat more support over time than BBBS programs. Although nearly 90 percent of BBBS programs meet the national standard of contacting mentors at least once a month, very few exceed this standard. That is, only 16 percent contact mentors more often than once a month. Among other programs 81 percent meet the BBBS standard of at least once a month contact, however, 35 percent report contacting mentors more often than once a month. Forty percent of BBBS programs offer their volunteers an opportunity to meet with a mentor support group compared with nearly 60 percent of other programs.

The level of program infrastructure varies depending on whether a program is site-based or community-based. Community-based programs are more likely to be characterized by high levels of screening and training than site-based programs (45% compared with 33%). But these two program types look similar in terms of the amount of support provided to mentors—more than three-fourths of all programs contact mentors at least once a month and about 40 percent offer mentor support groups.

These findings suggest that many of the programs that have developed recently are putting in place the infrastructure needed to support mentors and help foster the development of positive, supportive relationships. Whether this would in fact happen was a great concern in P/PV's earlier looks at trends in mentoring (see Freedman, *The Kindness of Strangers*, 1991).

- Newer programs tend to be shorter-term compared with the traditional BBBS model.

Nearly three-fourths of the BBBS programs expect that volunteers will commit to meeting with youth for at least 12 months; in contrast, only 40 percent of other programs in our sample require that mentors make a full year's commitment. Although 27 percent of these programs ask for a commitment equivalent to a school year, 18 percent require a shorter commitment and 14 percent do not require volunteers to commit for any specified length of time. The required frequency of meetings between youth and mentors, however, is similar across BBBS and other programs—about two-thirds of both expect weekly meetings.

CONCLUSIONS

Previous research has demonstrated the effectiveness of the one-on-one mentoring model supported by a strong infrastructure. We do not know whether other program models—particularly site-based or group mentoring programs—can also be effective in fostering positive relationships between youth and volunteer mentors, and achieving the numerous positive impacts that the traditional one-on-one model does.

These new models do have operational advantages. Using a site-based approach to mentoring may enable programs to relax screening and/or training standards, which reduces the cost of providing mentoring. And group models address two problems faced by the overall mentoring field—insufficient numbers of volunteers to meet the demand for mentors as well as the high cost of providing quality one-on-one mentoring. To the extent that the costs associated with

mentoring can be reduced, either through the use of a site-based approach and/or through group models, without sacrificing quality, programs can serve more youth.

The question that remains to be addressed is whether spending time with a mentor who may be less stringently selected and less well-prepared, in a group situation or in activities limited by the meeting location, affects the development of relationships between youth and their mentors. Although the majority of site-based mentoring programs responding to this survey are providing extensive support to their mentors, 25 percent of site-based and 10 percent of community-based programs contact their mentors only infrequently. Are these mentors able to sustain their commitment to the program and develop supportive relationships with youth?

And what type of relationships develop in those short-term programs in which youth and mentors meet infrequently? P/PV's research on relationship formation suggests that the development of trust can take up to six months of regular and consistent meetings. Seventy percent of site-based one-on-one programs ask mentors to commit to meeting with youth for less than a year, but usually do require mentors and youth to meet at least weekly. The relatively high percentage of group programs that are both short-term and require less than weekly meetings between youth and mentors (31% in contrast with only 14% of one-on-one programs) raises questions about the ability of mentors and youth to develop meaningful relationships in the context of a group mentoring model.

The next phase of the Mentoring for School-Age Children study will examine the relationships that develop between youth and mentors participating in 100 of these programs representing the range of program models we have identified during this initial phase of the project.

I. INTRODUCTION

Youth who have positive relationships with a number of adults have better educational and social outcomes than do youth with few adults in their lives. Yet there is a scarcity of adult support for youth. Professionals in such areas as education, violence prevention, school-to-work transition and national service have recognized this void and have expressed increased interest in mentoring. Therefore, the number and types of programs attempting to provide adult support to youth have increased dramatically. For example, many schools have started their own mentoring programs or have invited other programs in, and schools and businesses have become involved in programs that offer career guidance to youth. These programs have extended the "traditional" one-on-one, friendship-oriented mentoring model. Mentors now target a variety of youth's concerns, work with more than one youth at a time and meet with youth in different types of settings.

The rapid expansion of mentoring programs and changes in the features that characterize them raise two questions. First, what types of mentoring programs operate today? Second, which of these programs are most effective in developing meaningful relationships between mentors and youth? The Mentoring for School-Age Children study, undertaken by P/PV in 1996, with support from the U.S. Department of Education at the request of The National Mentoring Partnership's Public Policy Council, was designed to address both of these questions. In this first report from the study, we use survey responses from 722 mentoring programs to describe characteristics of the programs, their mentors and the youth they serve.

In an early classification of mentoring programs, Saito and Blyth (1992) described several key characteristics that differentiate such programs, including mentoring structure (one-on-one vs. group), the duration of mentor commitment, the frequency and duration of meetings, the nature and location of activities, and program supervision. To provide a more in-depth understanding of existing mentoring programs, we discuss how these and other critical characteristics are manifested in a wide variety of programs, and describe the relationships among important program features.

In addition to describing programs in terms of their individual characteristics, we also present a classification system that groups the programs according to several key characteristics. The resulting program profiles are then used to assess whether certain program practices are typically linked in predictable ways. For example, are one-on-one programs that provide high levels of training also characterized by high levels of mentor support? Thus programs may be classified by sets of characteristics rather than individual features, yielding a more detailed profile of programs in their entirety and allowing programs to more accurately characterize themselves.

The description and classification provided in the current report will also be used in a forthcoming report, which will address the second question posed by the Mentoring for School-Age

Children study. This second report will discuss which programs are most effective in fostering relationship development and the characteristics that contribute to this success.

P/PV's study of Big Brothers Big Sisters of America, *Making a Difference* (Tierney and Grossman, 1995), found that when the connection between a youth and an adult is made effectively a mentoring relationship can have important positive effects, including improvement in the youth's academic attitudes, behaviors and performance. Similarly, LoSciuto et al. (1996) found that exceptional involvement with a mentor (i.e., frequent meetings) promoted significant positive outcomes with respect to school attendance and attitudes. Given these findings, it seems likely that, if school administrators and faculty encourage students to become involved in effective mentoring programs, academic achievement and performance would improve. Yet little is known about what makes an effective mentoring program when the model varies from the traditional one-on-one.

P/PV's research on one-on-one, friendship-oriented mentoring programs (Sipe, 1996) indicates that mentor screening, training and supervision are critical elements in effective programs that follow the traditional one-on-one model. Blechman (1992) noted, however, a lack of consensus about how mentors should be recruited, trained, compensated, matched and evaluated. Thus, many questions remain, especially in regard to less common types of mentoring programs, including school-based programs, business-based school-to-work mentoring programs, group and team mentoring programs, community-based mentoring programs and youth-to-youth mentoring programs. The programmatic elements necessary to foster persistent, positive relationships in these other types of programs are unknown.

Although we know less about what constitutes effective practices for non-traditional mentoring models, the extensive research completed on the traditional Big Brothers Big Sisters one-on-one model provides a benchmark against which to compare other program models. Throughout this report we present information that compares BBBS programs[2] with other programs in our sample. Ultimately, future research may find that the standards promulgated by BBBS can be relaxed (or conversely, need to be even more stringent) for group mentoring and/or site-based mentoring programs. Until then, the BBBS standards represent our best estimate of effective practices for all mentoring programs.

The second part of the Mentoring for School-Age Children study will provide school personnel and policymakers with information on which types of mentoring programs are quantitatively

[2] The research on BBBS focuses on the traditional core service model one-on-one friendship-oriented mentoring. Many BBBS agencies have recently added other mentoring models, including school-based and group mentoring. In making the comparisons between BBBS and other programs, the BBBS data presented represent only information on their traditional core program. Non-traditional BBBS programs are included here with the non-BBBS program data.

better at fostering persistent mentoring relationships that can contribute positively to youth's academic performance. With this knowledge, the number of school personnel who encourage students to get involved in mentoring programs should increase, thereby increasing the number of youth who receive mentoring. The findings should also improve the practices of mentoring programs by providing evidence about which practices are most likely to lead to persistent, meaningful mentoring relationships in a range of mentoring models.

This report contributes to this goal by presenting a description and classification of current mentoring programs. It is not intended to endorse any one type of mentoring program over another. Our intention is to provide information on the practices of the programs that responded to the survey. By presenting information on program practices in the current report, we hope to inform program practitioners about the types of programs that exist and enable them to compare their practices with those of other programs. We also hope the information will help practitioners to create new programs and to learn more about other types of programs being implemented.

METHODOLOGY

To gather information on a wide range of mentoring programs, P/PV conducted an inventory. Beginning in January 1997, programs were identified using a "snowball" sampling technique. That is, P/PV began by conducting interviews with mentoring programs run by or known to members of The National Mentoring Partnership's Public Policy Council.[3] P/PV also worked with the United Way of America, volunteer clearinghouse services and foundations to obtain the names of and contact information for other mentoring programs nationwide. At each program contacted, a staff member was asked to describe their program's practices, standards and characteristics as well as to identify other mentoring programs and contact people whom P/PV could interview. This process continued from January through October 1997, resulting in a database containing the names of 2,320 programs around the country. Of these nominated programs, 722 completed either a phone interview or a self-administered questionnaire.

After completing the survey, P/PV worked with The National Mentoring Partnership's Public Policy Council to create a classification of the sampled programs. The characteristics examined for this classification include the amount of training and support the programs provide to the mentors, the commitment (in terms of length of time and frequency of meetings) the programs require from their mentors, the institutional setting (e.g., based in schools or other locations

[3]The National Mentoring Partnership is an advocate for the expansion of mentoring and a resource for mentoring and mentoring initiatives nationwide. The National Mentoring Partnership's Public Policy Council is the public advocacy voice of the nation's youth mentoring movement. Its mission is to assure greater support for quality mentoring by federal, state and local government and to expand the favorable attention given mentoring by the public policy community. The council has about 50 institutional members. (Further information on the council is presented in Appendix B.)

versus not place-based), and whether mentors meet with youth individually or in groups. (Further details of the methods used to create the classification can be found in Appendix A.) This report contains findings from the program survey and the classification we developed based on these data.

LIMITATIONS

Several limitations of the current study need to be considered when interpreting our findings and conclusions. First, the programs included in our analysis are not representative of all mentoring programs in the country. The study is focused on mentoring programs for school-age children (ages 5 to 18); programs serving other age groups were excluded.

Second, programs contacted to complete the survey selected themselves into the sample by indicating that "fostering relationships" between youth and mentors was a primary goal of the program. We did not provide a definition of what constitutes a "relationship" in the context of a mentoring program, nor did we request programs to define what they meant by a relationship. Thus, the programs included in the sample may have widely divergent definitions of what a mentoring relationship does or should entail.

Because we used the snowball technique to identify potential programs, our sample was developed through contacts known to P/PV staff, members of the Public Policy Council or staff at other national organizations we contacted. The expansion of the sample to include additional programs depended on their nomination by the programs that responded to our request to participate in the survey. Although more than 2,000 programs were nominated for inclusion in our sample—and we attempted to complete surveys with all programs—only 722 completed the questionnaire. We suspect that small programs with limited budgets and few, if any, paid staff, were more likely to be excluded from both the list of nominated programs and the final sample of programs that completed the survey. For example, the sample includes only six church-based programs, and affiliates of Big Brothers Big Sisters of America make up 35 percent of our sample. We believe the resulting sample provides an indication of the full *range* of mentoring programs that exist, but the distribution of all mentoring programs may look different from our sample's.

Finally, the data we collected provide no indication of the quality of the mentoring programs surveyed beyond what can be determined from an examination of their program requirements. For the purposes of this study, we defined a mentoring program as one that "intentionally fosters the development of relationships between youth and an older youth or adult mentor." Programs were included in the sample if they indicated this type of relationship formation was one of their program goals. We have not assessed how successfully these programs implement any specific mentoring model. Nor do we know to what extent youth and mentors in each of the programs

actually develop meaningful relationships that might lead to positive outcomes for the participants.[4]

ORGANIZATION OF THE REPORT

The remainder of the report is organized as follows. The next chapter presents data describing the various characteristics of this set of mentoring programs, in particular, youth-to-mentor ratios, program location, youth served and program goals. Chapter III presents variations in program infrastructure, including mentor recruitment, screening, training and supervision. Chapter IV presents the program classification, and the final chapter comprises our conclusions and next steps for the project.

[4]The next phase of the project involves conducting interviews with mentors from a subset of the 722 programs. Mentors from 100 programs were asked about the number of youth with whom they are matched, their level of invovement with these youth, the types of activities in which they engage, characteristics of the youth with whom they are involved, their satisfaction with the program, how close they feel to the youth with whom they are matched and a series of questions about the type of mentor they are and the nature of their relationship. This mentor survey will provide some indication of program quality based on the nature of the relationships that form between youth and mentors across different types of programs.

II. PROGRAM CHARACTERISTICS

At the time of our survey, the participating programs had been matching mentors with school-age youth for an average of 12.7 years, ranging from less than a month to 87 years. As shown in Table 1, 39 percent of the programs had started less than five years before they were interviewed in 1997, including 7 percent that had existed for less than a year. The Big Brothers Big Sisters programs have been around considerably longer than other mentoring programs—only 25 percent of BBBS programs are less than five years old whereas 57 percent have been operating for at least 15 years. In contrast, 46 percent of non-BBBS programs started providing mentoring within five years of the interview, whereas only 18 percent had been around for 15 years or longer.

Table 1
AGE OF PROGRAM (in years)

Years Operating	Overall Sample (%)	BBBS Programs (%)	Other (%)
Less than 2 years	12.2	10.2	13.3
2 up to 5 years	26.4	14.6	32.8
5 up to 10 years	20.4	5.9	28.3
10 up to 15 years	9.2	12.2	7.5
15 or more years	31.9	57.1	18.2
Sample Size	721	254	467

The programs range in size from one mentor to 8,000 mentors, with an average of 108 mentors; 40 percent of the programs had more than 50 mentors. The programs serve between 1 and 20,000 youth, with an average of 164 youth. Although program size varies widely, Tables 2 and 3 show that more than half the programs serve fewer than 50 youth and have fewer than 50 mentors. Just under 30 percent serve at least 100 youth, with only 12 percent serving 250 or more youth. Similarly, only 22 percent have as many as 100 mentors and only 7 percent have 250 or more mentors. Newer programs tend to be smaller than programs that have existed for a long time. Among programs that started within two years of our survey, 78 percent were serving fewer than 50 youth. In contrast, only 28 percent of the programs operating for at least 15 years were this small whereas 48 percent of these long-standing programs were serving 100 youth or

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more. The group mentoring programs, which match mentors with multiple youth,[5] tend to serve greater numbers of youth—nearly 30 percent serve 250 or more youth compared with only about 8 percent of one-on-one programs. At the same time, group programs are more likely to have fewer than 20 mentors (35%) than one-on-one programs (25%). Across all programs in the sample, 115,389 youth were being served by 77,036 mentors at the time of our survey.

Table 2
NUMBER OF YOUTH SERVED

Number of Youth	Overall Sample (%)	1-on-1 Programs (%)	Group Programs (%)
Less than 20	25.1	26.8	18.4
20 up to 50	26.8	28.7	18.5
50 up to 100	19.1	20.4	14.2
100 up to 250	17.2	16.6	19.9
250 or more	11.8	7.5	29.1
Sample Size	702	560	141

Table 3
NUMBER OF MENTORS

Number of Mentors	Overall Sample (%)	1-on-1 Programs (%)	Group Programs (%)
Less than 20	27.7	25.6	35.4
20 up to 50	29.1	30.5	23.8
50 up to 100	21.2	22.0	18.4
100 up to 250	14.6	15.3	12.2
250 or more	7.3	6.6	10.2
Sample Size	711	563	147

[5]Although programs vary in terms of the number of youth assigned to each mentor, accross programs the median ratio is four youth for each mentor. It should also be noted, however, that some of the programs classified as "group" make both group and one-on-one matches.

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PROGRAM GOALS

For all of the programs in our sample one of the principal goals is to have the mentors and youth form relationships. A majority of the programs (94%) reported that they also focus on specific goals or outcomes for the youth. Thirty percent of the programs reported that they expect the mentors to be positive role models for the youth, and 13 percent expect the mentors to act as advocates for the youth by providing connections to resources and services.

The most common goal, cited by 74 percent of the programs, is to have a positive impact on the youth's personal development. Many program staff commented that they want to increase youth's self-esteem and help them realize their potential. Others reported that they want to help youth develop positive values, make positive life choices, and become self-sufficient, productive citizens. Other common personal development goals include improving youth's conflict resolution skills, social and communication skills, relationships with family and peers, behavior, attitudes and appearance. Some programs also try to help youth develop sensitivity and caring about others.

After these personal development goals, programs cite academic goals most frequently (61%). These include improving youth's grades, standardized test scores, or achievement in a particular subject, such as science or math. Program goals also focus on improving youth's school behavior, attitudes and attendance, and preventing them from dropping out of school. Some also seek to prepare youth for college or technical school.

Twenty-two percent of the programs said one of their goals is to expose youth to new, positive experiences, often by promoting community or civic involvement. These programs want the mentors to expose youth to different cultures and activities. Others seek to foster a sense of community membership and enhance the youth's sense of social responsibility.

Nineteen percent of the programs reported that one of their goals is to reduce delinquent behavior among youth. This includes reducing crime, substance abuse, sexual irresponsibility and pregnancy, and other delinquent behavior.

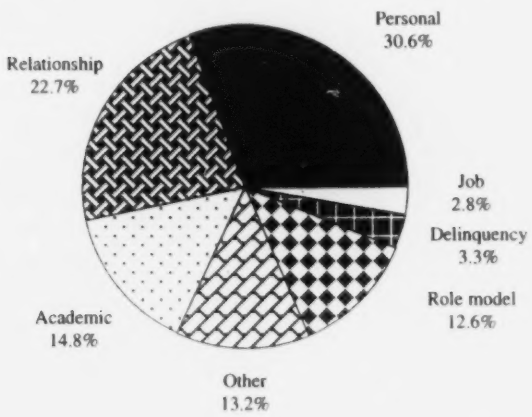
Twelve percent of the programs have job-related goals, which include improving youth's job skills and developing a work ethic. These programs expect mentors to introduce youth to their businesses or careers, to give advice about getting a job and to help youth develop references.

Most of the programs in our survey have multiple goals. Of the programs that reported having goals or outcomes in addition to forming relationships, only 22 percent focus on a single additional goal. The most common are programs that focus only on personal development (12%) or academic development (7%).

Program personnel were asked what one goal they consider to be the most important for their programs. Figure 1 presents their responses. Although most programs have multiple goals in

addition to forming relationships between the mentors and youth, 23 percent of the programs consider developing relationships to be their single most important goal.

Figure 1
MOST IMPORTANT GOAL



Excluding relationship development, nearly a third of the programs (31%) indicated that personal development goals are the most important, followed by programs that emphasize academic goals (15%).

Table 4 presents a comparison of the most important goals cited by BBBS programs compared with other programs in our sample.

BBBS programs are more likely to focus on soft, relationship-oriented goals than providing youth with specific instrumental skills. Almost a third of BBBS programs (31%), compared with only 19 percent of other programs, indicated that forming relationships was their most important goal. About one-third of all programs (34% of BBBS programs and 29% of other programs) focus on development of personal skills such as conflict resolution and communication skills. And nearly a third of non-BBBS programs (27%), but only 7 percent of BBBS programs, have primary goals focused on the development of hard skills—e.g., academic development, reduction of delinquency or development of job skills.

As a field, the primary goal of mentoring programs appears to be changing. Table 5 presents information on the most important goal for programs that have existed for varying lengths of time. Among programs that have been around for at least 10 years, 60 percent cite either forming

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relationships or personal development as their primary goal. Less than half (46%) of the newest programs (those less than two years old) cite either of these as their main goal. These newer programs are more likely than long-standing programs to focus on developing academic skills (17% compared with 8%) and developing job skills (6% compared with none). Although the softer, relationship-oriented goals are still important in many newly created programs, we do see a shift toward more focus on developing specific instrumental skills.[6]

Table 4
MOST IMPORTANT GOAL

Goal	Overall Sample (%)	BBBS 1-on-1 Programs (%)	Other Programs (%)
Form Relationships	22.7%	31.0%	18.9%
Provide Role Models	12.6	14.8	11.6
Personal Development	30.6	33.6	29.2
Academic Development	14.8	4.8	19.5
Reduce Delinquency	3.3	2.2	3.9
Job Skills	2.8	0	4.0
Other Goal	13.2	13.6	12.9
Sample Size	722	229	493

The level of support provided to mentors is not related to program goals. About 40 percent of programs that focus on relationship-type goals, as well as those that focus on instrumental goals, provide mentors with a high level of support. Screening and training levels, however, do vary by program focus. Programs that primarily focus on instrumental goals are less likely to provide mentors with any training or to conduct extensive screening (37% compared with only 17% of relationship-focused programs conduct little screening and training). In contrast, 44 percent of programs that focus on relationship-oriented goals conduct a high level of screening and training compared to only 29 percent of the instrumentally focused programs.

[6]Previous research on long-standing mentoring programs that focus on "soft" personal development goals has shown that such programs can affect instrumental changes such as grades, attitudes toward school and use of illegal drugs (see Tierney and Grossman, 1995).

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Table 5
MAIN GOAL BY AGE PROGRAM

Main Goal	Age of Program		
	Less than 2 Years	Between 2 and 10 Years	10 Years or Older
Form Relationships	16%	21%	27%
Provide Role Models	19	8	16
Personal Development	30	28	33
Academic Development	17	20	8
Reduce Delinquency	1	3	4
Job Skills	6	4	0
Other Goals	11	15	12
Sample Size	88	337	263

TARGET YOUTH POPULATION

Seventy percent (505) of the mentoring programs surveyed target specific groups of youth, usually youth whom they consider to be at risk. Thirty-eight percent of the programs reported that they target youth with a variety of risk factors, whereas 32 percent cited only one particular risk factor. Of the programs that focus on a single risk factor, the most common are programs that focus on youth who lack adult role models and youth having academic difficulties.

Across all programs, those that cite one risk factor as well as those that consider multiple risk factors, the most commonly targeted group (cited by 40% of the programs) is youth who lack adult role models, often defined by programs as youth from single-parent families. Twenty-seven percent of the programs target youth who are having academic problems or who are considered potential dropouts: youth with poor grades, poor attendance, lack of motivation or limited English proficiency. Other common targets include youth from low-income families (17%); youth who lack self-esteem or social skills (17%); youth who are abused or neglected or whose family members have drug or alcohol problems (14%); and youth who have committed crimes, use drugs or are involved in gangs (13%). Less common targets include pregnant or parenting teens, youth with specific physical or mental illnesses, and academically gifted or highly motivated youth.

The target population and program goals do not always coincide as closely as one might expect. For example, although 196 programs target youth who are having academic problems, only 149 of them (76%) reported having goals related to improving academic performance or reducing

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dropout rates. The match between target population and program goal is even less evident among programs that target youth with some history of delinquent behavior and/or involvement with the juvenile justice system. Among the 97 programs that target this group of youth, only 39 percent reported having goals related to delinquency prevention. Similarly, only about one-third of the programs that target pregnant and/or parenting adolescents have parenting-related goals.

CHARACTERISTICS OF THE MENTOR-YOUTH MEETINGS

One-on-One versus Group Settings

Programmatic mentoring takes many forms, but the majority of surveyed programs match one mentor with one youth. Some programs also match one youth with a couple or a team of mentors. Two to four mentors typically make up such a team. In addition to the mentors, teams may include a teacher, a parent or another person from the community. Some programs match multiple youth to one mentor but expect the mentor to meet with each youth one-on-one. The most common examples are programs in which retired persons volunteer in schools and meet one-on-one with each of eight children for 30 minutes every day.

About 21 percent of the programs in our survey match at least some of their mentors with groups of youth. In these programs, the mentor typically meets with all the youth at one time in a group setting. In some cases, however, mentors may also meet one-on-one with individual youth. About half of these group programs match *one* mentor with a group of youth. The groups typically range in size from two to 30 youth, with a median of four youth per group. A number of programs reported that they prefer one-on-one matches but sometimes match one mentor with two or three youth because they do not have enough mentors.

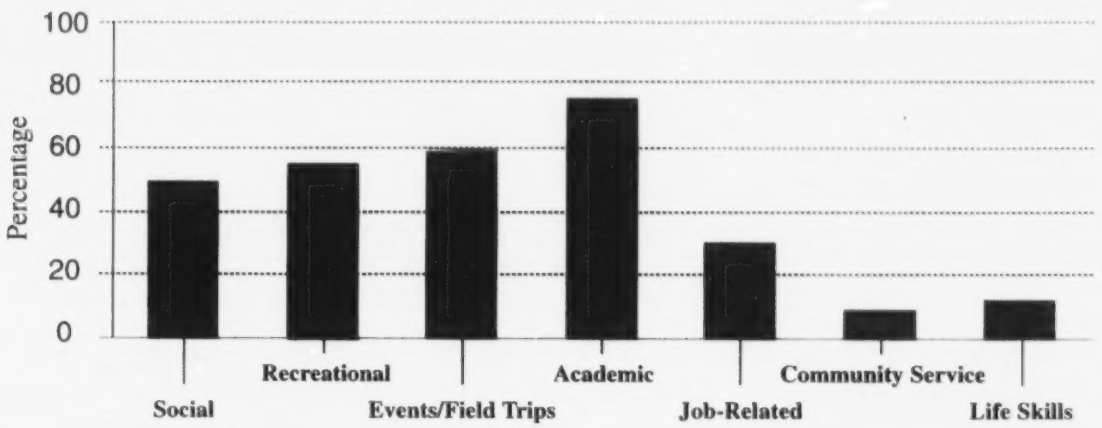
In some group programs, multiple mentors meet with a group of youth. The number of mentors in these groups typically ranges from two to nine, and the number of youth ranges from two to 30, with a median ratio of three mentors to 12 youth. Having multiple mentors assigned to a group not only reduces the mentor-youth ratio, but also alleviates to some extent the problem of mentors not showing up for scheduled meetings. With multiple mentors, if one is unable to attend a particular meeting, the remaining mentor(s) can still meet with the youth as scheduled. At the same time, however, little is currently known about the quality of relationships that develop within a group setting and whether youth derive the same types of benefits from participation in group mentoring as is possible in quality one-on-one mentoring programs.

Finally, some mentors meet with multiple groups of youth. In these programs, mentors rotate among several groups or among individuals so that each youth has multiple mentors. Although our program survey did not assess the frequency with which these programs occur, the mentor survey being conducted in phase two of the research will explore this issue more closely.

Mentor-Youth Activities

Figure 2 presents the percentage of programs reporting various types of activities in which matches engage. Social activities include spending time bonding, talking, having lunch together and visiting the mentor's home. Recreational activities include playing sports or games and doing arts and crafts. Events include taking the youth to cultural, sporting or community events, or on camping trips. Academic activities include helping with homework, visiting the library, reading together and working on a computer. Job-related activities include going to the mentor's place of work, working on resumes and talking about careers. Some mentors and youth participate in community service activities, such as cleaning up a neighborhood or volunteering in a homeless shelter. Life skills include participating in structured discussions or attending classes on a variety of topics, such as health and fitness, cooking, sewing, etiquette, parenting skills and leadership training.

Figure 2
TYPES OF ACTIVITIES



Looking at social and recreational activities together, 72 percent of all programs expect mentors and youth to engage in some type of social and/or recreational activity. This is not surprising, given that engagement in social activities facilitates the development of trust. Some of these programs expect the mentors and youth to engage in social activities in order to build relationships that they hope will indirectly lead to positive academic and career outcomes for the youth. In fact, as the findings from P/PV's study of BBBS programs (Tierney and Grossman, 1995) show, this is often the case. While BBBS programs do not stress academic goals or reduction of delinquency and pairs do not focus specifically on activities related to these outcomes, youth participating in these programs tend to improve their school attendance, attitudes toward school and their grades, as well as being less likely to begin using drugs and alcohol.

Programs with similar goals may take different approaches to achieving them. For example, mentors in programs with academic goals are more likely than those without such goals to

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participate in academic activities. However, mentors in 8 percent of programs with academic goals do not engage in academic activities. Similarly, although programs with career goals are *more likely than those without such goals to participate in job-related activities, mentors in 38* percent of programs with career goals do not engage in specific job-related activities.

Where the Mentoring Takes Place[7]

Forty-five percent of the mentoring programs surveyed are site-based (or place-based). That is, the mentors and youth typically meet in a designated place, such as a school, community center or the mentor's workplace. The most common places cited by the programs are schools (72% of place-based programs), community centers and other youth-serving organizations (10%), and the mentor's place of work (8%). Other less commonly cited meeting sites are churches and public housing projects.

Whether a program is site-based or not is related to some other program characteristics. Group mentoring programs are more likely to be place-based, whereas one-on-one programs are predominantly community-based (i.e., non-site-based). Seventy-eight percent of group mentoring programs are site-based compared with only 35 percent of one-on-one programs.

The location of the program is also related to the types of activity in which mentors and youth engage. Eighty-nine percent of programs that *only* focus on targeted activities—such as academic, career or life skills activities—are place-based. In contrast, only 35 percent of programs that include social or recreational activities are place-based. And community-based programs are more likely to include events or field trips as part of their activities.

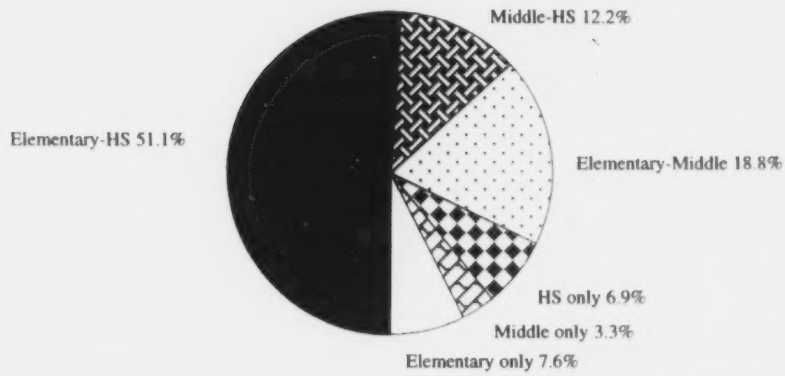
Program goals also vary with program location. Programs that focus only on academic or career development goals are *more* likely than other programs to be site-based (66% and 89%, respectively). Programs that focus only on personal development or relationship formation goals are *less* likely than other programs to be site-based (27% and 23%, respectively).

CHARACTERISTICS OF THE YOUTH SERVED

For this survey, we defined school-age children as those between the ages of 5 and 18 or those in kindergarten through the twelfth grade. Just over half of the programs in our survey serve youth from this entire age range; the remaining programs serve subgroups of this population, as shown in Figure 3. Overall, 85 percent of the programs serve middle school-age children, 78 percent serve elementary school-age children, and 70 percent serve high school-age children.

[7]Throughout the text, the terms "site-based" and "place based" are used interchangeability to refer to programs in which youth and mentors always meet at a single, program-determined location. Programs in which youth and mentors are free to meet wherever they choose are referred to as "community-based."

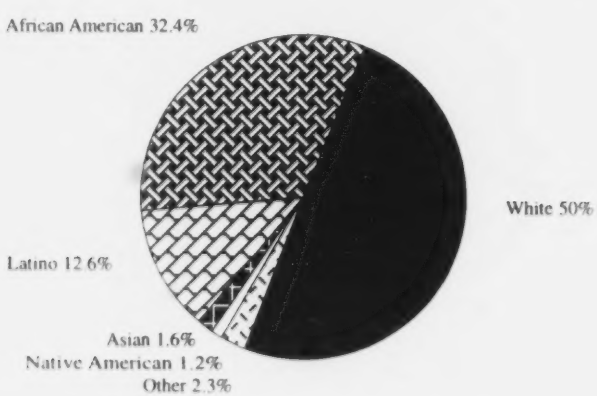
Figure 3
GRADES OF YOUTH SERVED



The majority of programs (90%) serve both boys and girls. Almost 7 percent serve girls only, and about 4 percent serve boys only. Overall, 52 percent of the youth served across all programs at the time of the survey were female and 48 percent were male.

Most programs (82%) serve youth from different racial/ethnic groups. In only 10 percent of the programs were all of the youth white, and in only 9 percent of the programs were all of the youth non-white, including African Americans, Latinos, Asians and Native Americans. In 41 percent of the programs, more than half of the youth were white. In 20 percent of the programs, over half of the youth were African American. Figure 4 presents the overall breakdown of the race/ethnicity of the youth served across all programs at the time of the survey.

Figure 4
RACE/ETHNICITY OF YOUTH SERVED



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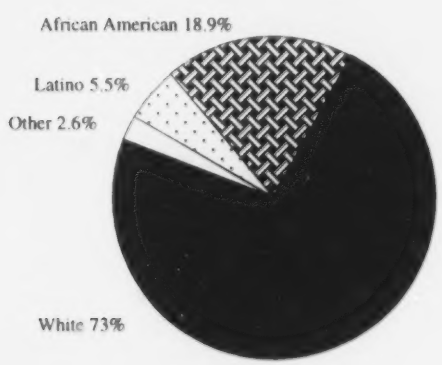
CHARACTERISTICS OF THE MENTORS

Whereas 78 percent of mentoring programs recruit mentors from the overall adult population, some recruit mentors of specific ages. In 5 percent of the programs surveyed, all the mentors were seniors or retired persons (50 years of age and older). In about 7 percent of the programs, all the mentors were youth or young adults (under age 22). Some of these programs are peer mentoring programs, whereas others are programs in which older students mentor younger students. For example, in some programs college students mentor high school students, and in others high school students mentor middle or elementary school students.

Across all programs, 60 percent of the mentors at the time of the survey were female, and 40 percent were male. In 77 percent of the programs, over half the mentors were female, and in only 23 percent of the programs were more than half the mentors male. In 8 percent of the programs surveyed, all the mentors were female, and in 3 percent, all the mentors were male.

In 22 percent of the programs, all the mentors were white, and in 57 percent, more than half the mentors were white. In only 5 percent of the programs were all of the mentors non-white, including African Americans, Latinos, Asians and Native Americans. In 9 percent of the programs, more than half the mentors were African American. Across all programs, as shown in Figure 5, at the time of the survey, 73 percent of the mentors were white, 19 percent were African American, 5 percent were Latino and the remaining 3 percent were Asian, Native American or some other racial/ethnic group.

Figure 5
RACE/ETHNICITY OF MENTORS



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III. PROGRAM INFRASTRUCTURE

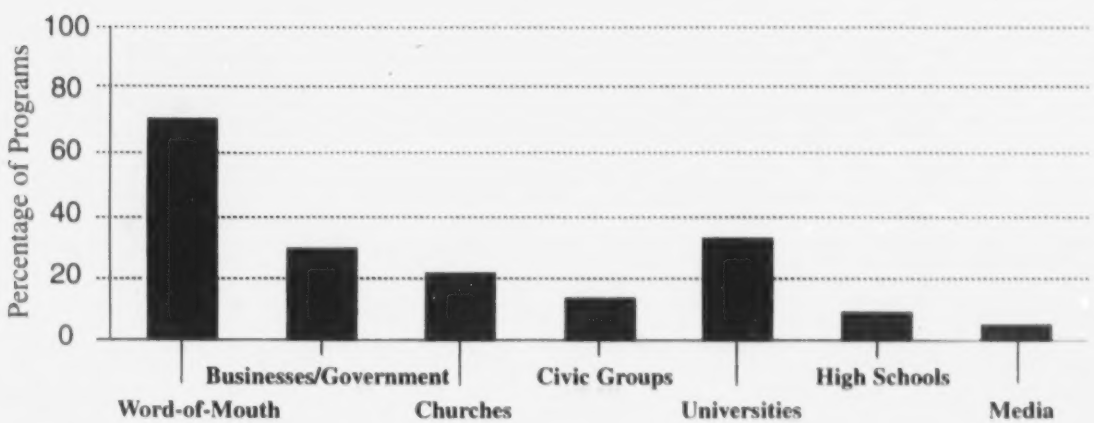
In addition to differences in program goals, activities and participants, mentoring programs vary in terms of the amount of infrastructure they have in place. Infrastructure refers to such program characteristics as the amount and type of applicant screening undertaken, the amount of training mentors receive, and the ongoing support and supervision provided to mentors once they are matched with youth.

Where programs recruit their mentors and what criteria program staff use to match mentors with youth, the commitment mentors are asked to make to the program, both in terms of duration (in months or years) and frequency of mentor-youth interaction, and the type of involvement programs expect from parents of the youth participants are also discussed in this chapter.

RECRUITING MENTORS

The programs in this study cited a variety of sources for recruiting mentors, as shown in Figure 6, which presents sources of volunteers across all programs. The most common strategy, cited by 71 percent of the programs, is word of mouth in the communities in which the programs operate.

Figure 6
RECRUITMENT SOURCES



Other recruitment sources commonly cited include private corporations, government agencies, universities and churches. Less common sources are civic organizations, including service clubs and volunteer clearinghouses, high schools, and advertisements in newspapers or other media. Most programs recruit volunteers from multiple sources, as indicated in Figure 6. Only 24 percent of the programs targeted a single recruitment source; among these programs (not shown in

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the figure) the most common sources of mentors are: universities or high schools (13%), corporations (7%) and churches or civic organizations (4%).

SCREENING MENTORS

Almost 95 percent of the programs surveyed have a screening process the mentors must complete before being matched with youth. The most common screening tools used are written applications (cited by 79%), personal interviews (79%), reference checks (73%), and criminal records checks (70%). Almost 75 percent of the programs use at least three of these four screening tools. Nearly half (47%) use other screening methods as well: checking the applicant's driving record (32%) and employment status (30%), checking the child abuse registry (27%), completing a home assessment (31%), and completing a psychological assessment (12%).

In general, traditional BBBS programs are more stringent in terms of screening potential mentors (see Table 6) than other programs. Reviewing the most common screening tools, we find that over 95 percent of BBBS traditional programs require written applications, conduct personal interviews with applicants, check applicants' references and conduct criminal records checks. In contrast, about 85 percent of other community-based programs require written applications and check references, whereas fewer conduct personal interviews (80%) or check whether applicants have a criminal record (75%). BBBS site-based programs resemble other community-based programs in terms of screening criteria, but other site-based programs are less stringent. Although two-thirds require written applications (69%) and check personal references (64%), only 59 percent conduct a personal interview and less than half (48%) conduct a criminal records check.

Table 6
MENTOR SCREENING CRITERIA
ONE-ON-ONE PROGRAMS

Screening Criteria	BBBS 1-on-1 Community-Based (%)	BBBS 1-on-1 Site-Based (%)	Other 1-on-1 Community-Based (%)	Other 1-on-1 Site-Based (%)
Written Application	95%	95%	86%	69%
Personal Interview	97	80	80	59
Reference Checks	98	85	84	64
Criminal Records Check	96	71	75	48
Sample Size	167	59	166	161

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ORIENTATION AND TRAINING

We also asked program personnel if they required mentors to attend an orientation or complete any training and, if so, how much time they required mentors to spend in orientation and training. Only 8 percent of the programs surveyed do not require mentors to attend an orientation or complete any training. Another 14 percent require their mentors to attend an orientation but do not require any training. The remaining 81 percent of programs require mentors to complete some training. The total amount of orientation and training time varies greatly from 15 minutes to 126 hours (roughly 16 days), with a median time of three hours. Nineteen percent of the programs require eight hours or more of orientation and training, and 16 percent require one hour or less.

Interestingly, BBBS programs tend to offer less orientation and training to their mentors than do other programs in the sample. As shown in Table 7, only 75 percent of BBBS programs provide both orientation and training to mentors compared with 84 percent of other mentoring programs. And the total amount of training time is less as well—mentors in 55 percent of BBBS programs receive less than two hours of training whereas mentors in 55 percent of other programs receive two or more hours of training.

Table 7
MENTOR ORIENTATION AND TRAINING

Training Offered	Overall Sample (%)	BBBS 1-on-1 Programs (%)	Other Programs (%)
None	8%	7%	9%
Orientation, no training	14	18	12
Orientation and training	81	75	84
Amount of Training			
Less than 2 hours	42	55	37
2 hours or more	49	38	55
Sample Size	698	224	474

MATCHING MENTORS AND YOUTH

In the majority of programs in the sample, staff are responsible for matching youth with specific mentors. Only 12 percent of programs indicated that matching is done through a random process or by self-selection. An additional 22 percent reported that program staff match youth and

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mentors, but did not indicate what criteria are used to make those matches. Thus, two-thirds of the programs use one or more specific criteria for determining which mentors to match with which youth.

Sixty-eight percent of these programs use the interests of the youth and mentors to help determine the matches. One-third (32%) match based on the preferences (in terms of demographic or other characteristics) expressed by the mentor, the youth and/or the youth's parents. And about one-third (30%) match based on geography or location; that is, these programs consider where the youth and mentor live or where meetings occur. About 25 percent of the programs match based on the personalities of mentors and youth, and 25 percent match based on the needs of the youth. Finally, about 20 percent reported that they take the mentor's skills into account when matching.

Most programs rely on multiple criteria for matching. Only 23 percent base matching on only one criteria, whereas 26 percent use two criteria and 27 percent use three criteria. Among the 112 programs that reported using only one criteria in the matching process, 41 percent rely on interests, 23 percent rely on preferences and 14 percent rely on needs. Among the 125 programs that use two criteria to determine who should be matched, 44 percent rely on interests plus either preferences, personality, geography or gender. The remaining programs rely on a variety of combinations of criteria.

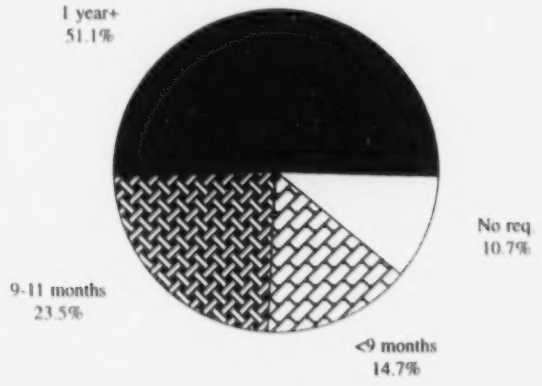
Although only 8 percent of programs said they match on race and 15 percent said they match on gender, most programs have few cross-race or cross-gender matches. Sixteen percent of the programs have no cross-race matches. In half of the mentoring programs surveyed, fewer than 20 percent of the matches are cross-race. In only 21 percent of the programs are the majority of matches cross-race. Thirty-eight percent of the programs have no cross-gender matches, and in another 38 percent of programs, fewer than a quarter of the matches are cross-gender. In only 9 percent of the programs are the majority of matches cross-gender.

REQUIREMENTS FOR MATCHES

BBBS programs typically require mentors to commit to meeting with the youth with-whom they are matched for a minimum of one year. As shown in Figure 7, only about half the programs in our sample require a similar commitment from their mentors. About 23 percent require a commitment that corresponds to the duration of a school year, whereas 25 percent require mentors to commit to meeting with youth for less than a school year, including those that do not require a minimum commitment.

Table 8 presents a comparison of other programs with BBBS. Although nearly three-fourths of BBBS programs conform to the national standard, only 40 percent of other mentoring programs require a full year's commitment. And almost a third (32%) have either no required commitment or require a commitment of less than a school year (i.e., less than nine months). P/PV's research on relationship formation suggests that the development of trust often takes as long as six months

Figure 7
REQUIRED LENGTH OF COMMITMENT



of regular meetings (Sipe, 1996). Thus programs with matches lasting less than a school year may not be giving mentors and youth sufficient time to develop relationships that could lead to some of the documented benefits of successful mentoring programs.

Table 8
REQUIRED LENGTH OF COMMITMENT

Length of Commitment	BBBS 1-on-1 Programs (%)	Other Programs (%)
No requirement	3.6%	14.0%
Less than 9 months	7.2	18.2
9 to 11 months	16.6	26.8
One year or longer	72.6	40.9
Sample Size	223	470

Regular and consistent meetings also contribute to the development of trusting relationships. The BBBS standard requires youth and mentors to meet weekly, although some BBBS programs have relaxed this requirement to two to three times a month without any apparent effect on the actual frequency of meetings (Furano et al., 1993). As shown in Figure 8 and Table 9, most programs conform to these standards. About 68 percent (70% of BBBS programs and 67% of

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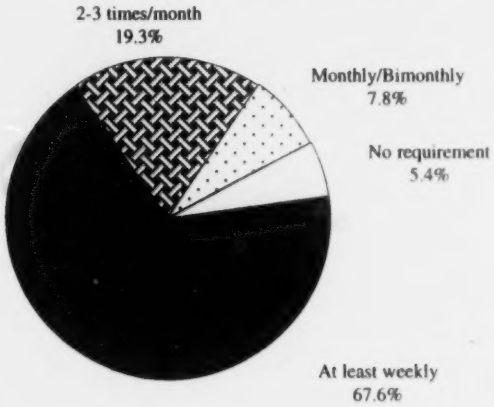
other programs) require weekly meetings. About 20 percent (23% of BBBS programs and 18% of other programs) require mentors and youth to meet two to three times a month.

Figure 8
REQUIRED FREQUENCY OF MEETINGS



Considering both the length-of-time and frequency-of-meeting requirements, we find that nearly half (49%) of these programs ask mentors to invest considerable time in the program—a full year (or longer) of at least twice-monthly meetings. About one-third (30%) ask for a shorter time commitment (up to 11 months), but higher intensity—that is, weekly meetings. The remaining programs either have no requirements or ask mentors to commit to less than a full year of monthly (or less frequent) meetings with the youth to whom they are assigned.

Table 9
FREQUENCY OF MEETINGS

Required Frequency	BBBS 1-on-1 Programs (%)	Other Programs(%)
No requirement	3.6%	6.2%
Monthly or Bi-monthly	3.6	9.8
2 to 3 times a month	23.1	17.5
At least weekly	69.8	66.5
Sample Size	225	481

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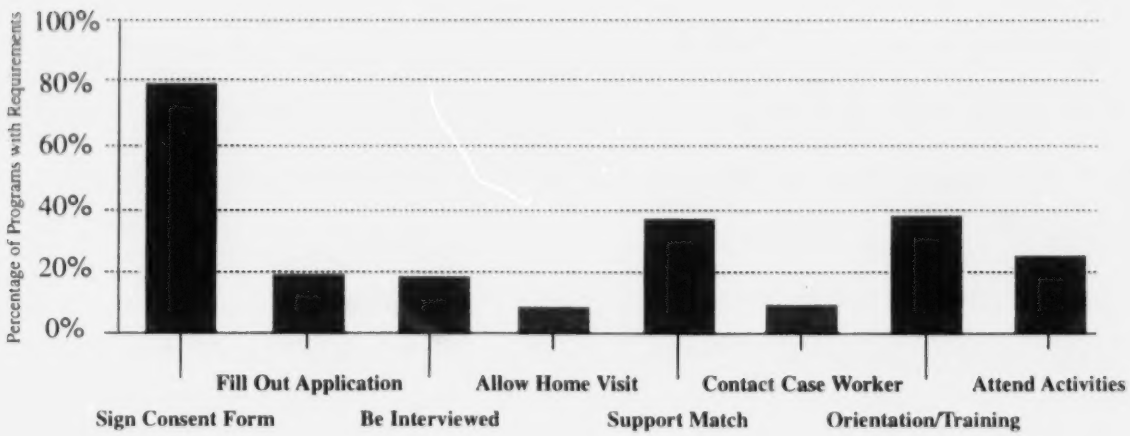
Most of the programs expect meetings between the mentors and youth to last from one to three hours with a median time of two hours. Some programs require the mentors and youth to meet for a certain number of hours per month but allow the mentor to decide how to allot that time. About 80 percent of the programs expect meetings between the mentors and youth to be face-to-face every time, and another 14 percent expect more than half the meetings to be face-to-face. Other accepted forms of contact in some programs include phone calls, letters and e-mail.

REQUIRED COMMITMENT FROM PARENTS

Eighty-two percent of the programs surveyed require the youth's parent to make some kind of commitment in order for the youth to be involved in the program. This commitment ranges from simply signing a consent form to actively participating in parent meetings or group activities. Figure 9 presents the most common commitments a parent must make for the youth to be involved in the program. "Supporting the match" includes such things as being involved, helping the youth to show up for meetings, not deterring the youth from meeting the mentor and committing to a minimum duration of involvement. Twenty-three percent of the programs with requirements ask only that the parent sign a permission or consent form.

Figure 9
REQUIRED PARENT COMMITMENT



SUPPORT AND SUPERVISION

Almost all the programs surveyed said they contact the mentors to find out how things are going and whether the mentors are having any problems. Just under 35 percent of the programs contact their mentors more than once a month, whereas 46 percent contact the mentors once a month. Thus, 81 percent indicate that they contact their mentors at least once a month. Only 12 percent reported that they contact them every few months to once a year; and 8 percent contact the mentors on an "as needed" basis, typically at the mentors' request. As shown in Table 10, most

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programs meet or exceed the BBBS standard of contacting mentors at least once a month. Although BBBS programs are most likely to contact mentors once a month, a substantial number of other mentoring programs (43%) contact their mentors even more frequently. Overall, contact with the mentors takes place primarily by phone in 47 percent of the programs. About 25 percent of the programs said the mentor contact takes place primarily in person, and another 25 percent said the contact is done equally by phone and in person.

Table 10
FREQUENCY OF MENTOR CONTACT

Frequency of Contact	Overall Sample (%)	BBBS 1-on-1 Programs (%)	Other Programs (%)
More than once a month	34.7%	15.5%	43.4%
Once a month	45.8	73.6	33.1
Less than once a month	11.9	9.1	13.2
As needed	7.6	1.8	10.3
Sample Size	706	220	486

Almost 52 percent of the programs have a mentor support group with a higher percentage of non-BBBS programs offering a support group (58% compared with 40% of BBBS programs). Among these programs, 39 percent meet monthly or more often, 45 percent meet every few months to once a year, and 8 percent meet on an "as needed" basis, usually at the request of a mentor.

The total number of paid staff members in each program ranges from none to 2,111, with a median of 2.5 staff members.[8] The median ratio of mentors to paid staff is 20 mentors to one staff person. Thirty-two percent of the programs have 10 or fewer mentors to each staff person, and 30 percent of the programs have between 33 and 100 mentors to each staff person.

[8]The one program with over 2,000 paid staff is a national program serving 20,000 youth. The next largest program in our sample has 139 paid staff members and serves 3,000 youth. Because inclusion of this one large program distorts the *mean* number of staff members, we report the *median* instead, which is not affected.

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IV. A CLASSIFICATION OF MENTORING PROGRAMS

A classification system sorts the members of a group according to the relationships of their individual elements. As seen in the preceding chapters, mentoring programs come in many types and sizes. Although they all share a common goal of facilitating relationships between youth and mentors, other program elements vary. These programs serve various populations of youth and recruit different types of individuals to serve as mentors. And they vary in terms of the amount of support they provide mentors as well as the nature of the commitment they request mentors to make to the program.

Given the wide variation in mentoring programs, it is useful to know whether the various characteristics that were discussed in the previous section cluster together or whether they are independent of each other. If we do find commonalities for specific groups of programs, which program elements are related? For example, do programs that have extensive screening also tend to offer mentors a lot of support, or are those factors unrelated? Do group programs share similar characteristics that distinguish them from one-on-one mentoring programs? Are all place-based programs similar in terms of the amount of mentor training or ongoing mentor support? Attempting to classify programs with similar characteristics into categories will help us understand the extent to which the mentoring field is developing a relatively uniform and consistent set of standards and practices across different program types.

This chapter presents an attempt to uncover program similarities and to develop a classification that will enable program operators and funders to better understand which program elements typify various types of mentoring programs. From this analysis, program staff should be able to see where their own programs fit within the classification. And individuals who are designing new programs may find the classification useful as they consider what program elements typically go together.

DIMENSIONS OF THE CLASSIFICATION

Previous research has demonstrated the effectiveness of one-on-one mentoring models characterized by a strong infrastructure supporting the mentors (see P/PV's research on Big Brothers Big Sisters programs). We do not yet know, however, whether other program models, particularly group mentoring programs, or programs with somewhat less infrastructure can also be effective in fostering positive relationships between youth and volunteer mentors. Thus, we wanted to develop a program classification that might ultimately help us test what aspects of mentoring programs relate to differences in rates of relationship formation observed across various programs.[9]

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[9] This report covers only the development of the classification itself. The next phase of the project will focus on examining rates of relationship formation across different types of programs.

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Because there are so many types of mentoring programs and so much variation in the program elements that comprise a mentoring program, it is important for programs to understand which type they are and what the potential implications are for their ability to attain program goals. Based on previous research, we believe that factors related to program infrastructure—screening, training and mentor support—as well as the commitment mentors are required to make to the program (length of time and frequency of meetings) are likely to affect the development of relationships. In addition, there seems to be a fundamental difference between relationships that could develop when mentors and youth meet one-on-one versus those that develop within a group setting. Thus, measures of program infrastructure, required commitment and one-on-one or group matches are the primary factors we considered as we attempted to develop this classification of mentoring programs.[10]

We also considered whether the program was based in a specific location (i.e., site- or place-based). As the mentoring movement grows, an increasing number of new programs are using a site-based model rather than the traditional, community-based model. Many programs have selected a place-based mentoring model because—with the increased supervision that ensues from requiring mentors and youth to meet where program staff are present—staff assume they can minimize the screening process. In addition to facilitating match supervision, site-based mentoring has several other advantages. Program staff and mentors know where to find the youth, so scheduled meetings are more likely to take place as planned. And with school-based mentoring in particular, the mentoring program is embedded within the school's philosophy of helping kids. At the same time, however, place-based programs tend to have more rules that could affect whether and/or how a relationship forms (e.g., mentors and mentees often cannot meet outside the program, or the activities mentors and mentees can engage in may be limited).

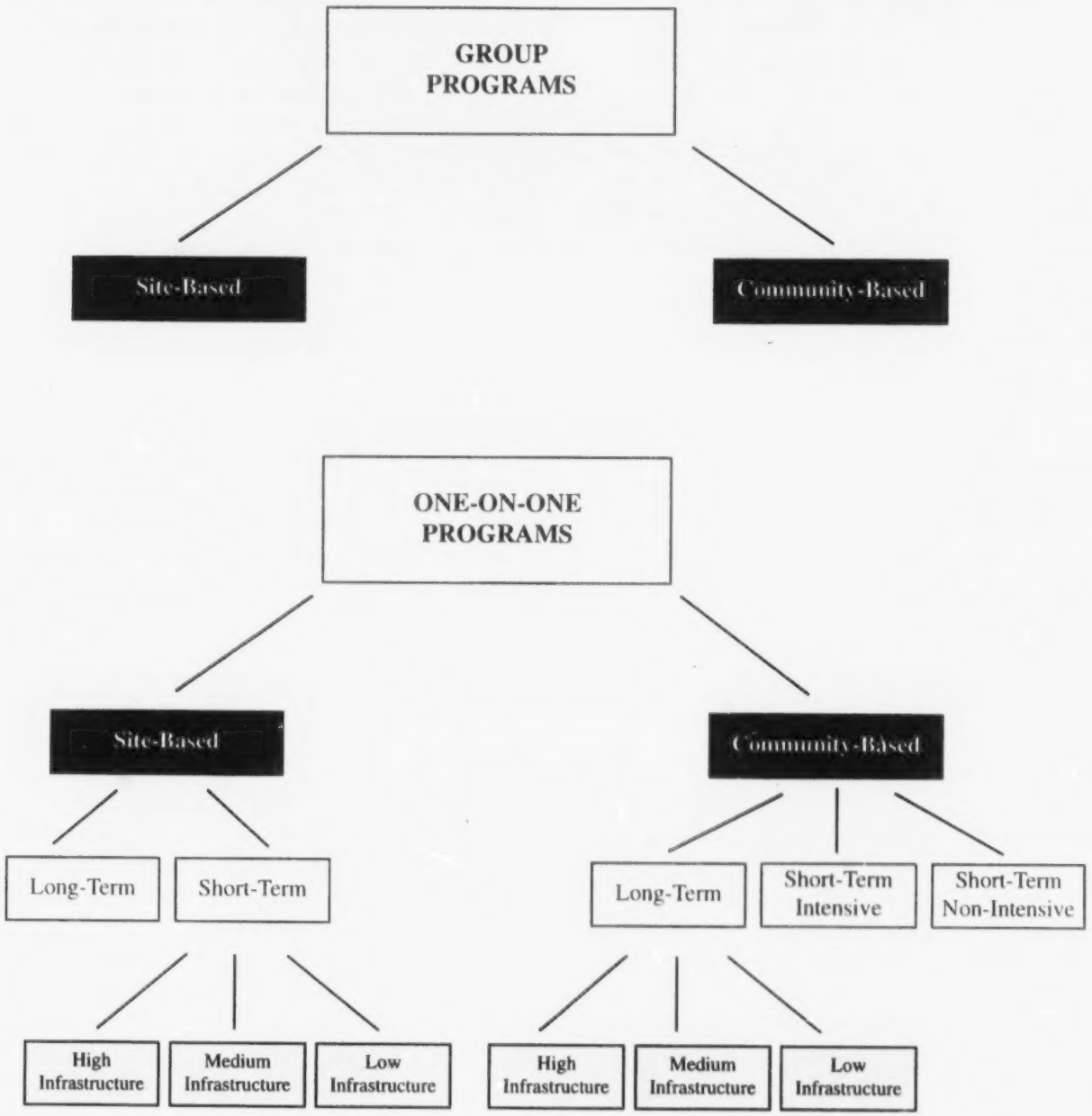
(For a discussion of the analytic techniques used to create the classification and the creation of the specific variables used to define program differences, see Appendix A.)

THE CLASSIFICATION

As shown in Figure 10, we have classified the programs in our sample into categories based on four criteria: whether they are group or one-on-one mentoring models; whether they are place-based or community-based; type of commitment mentors are required to make; and program infrastructure as measured by levels of screening, training and mentor support. Mentor commitment was classified as long-term (requiring at least a year's commitment), short-term intensive (requiring less than a year of at least weekly meetings) or short-term non-intensive (requiring less than a year of less than weekly meetings). Programs were classified as high, medium or low on infrastructure depending on the combination of screening, training and mentor support offered.

[10]In developing a possible classification, we also examined several other variables, including whether programs recruit specific groups of individuals (especially youth and senior citizens) to be mentors and whether programs limit the activities in which mentors and youth are expected to engage. We found that these factors did not help us sort programs into similar groups.

Figure 10
CLASSIFICATION OF MENTORING PROGRAMS



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For example, programs with high mentor support contact mentors at least monthly and offer them a mentor support group; those classified as medium make monthly contact, but have no support groups; low support is characterized by less than monthly contact regardless of whether a support group exists. Programs with high screening and training use at least three screening criteria and have more than two hours of training; low screening and training is characterized by using fewer screens and less than two hours of training; and a medium level falls in between. Combining these factors, programs are characterized as having a high level of infrastructure if they are high on both mentor support and screening/training; as medium if they are high on one, but low on the other or medium on both; and low if they are low on both or medium on one and low on the other. These factors allowed us to define 11 distinct categories of mentoring programs.

The 151 group programs in the sample were sorted into two clusters—with all the site-based group programs in one cluster and the community-based group programs in the other (Table 11, clusters 1 and 2). The 563 one-on-one programs were sorted into nine clusters, four site-based (clusters 3 through 6) and five community-based (cluster 7 through 11). These nine one-on-one clusters vary with respect to levels of mentor support, screening and training, and required mentor commitment. We also looked at, and discuss below, the distribution of other program characteristics across the 11 clusters.

Group Programs

The majority (more than three-fourths) of group programs are place-based, although 23 percent are not based in one location. Of the site-based group programs, about 65 percent are located in schools and about 14 percent are based in youth organizations. (The percentage of group site-based programs located in schools is lower than the percentage of one-on-one site-based programs located in schools, as discussed below.) The only church-based programs in the sample (i.e., programs in which youth and mentors meet at a church) are group programs, but only one group program is located at a workplace.

Among these group programs, we observed a lot of variation in the amount of mentor support, screening and training, and in the required mentor commitment. Site-based group programs are more likely to be short-term—79 percent require mentors to meet with youth for less than a year compared with only 42 percent of community-based group programs. About one-third of each, however, are not only short-term, but meet less frequently than once a week.

Both site-based and community-based group programs vary considerably in terms of the amount of infrastructure provided. Community-based programs, however, are more likely to be characterized by high infrastructure. That is, just over half (51%) of community-based programs provide high levels of mentor support and screening/training compared with about 40 percent of site-based group programs. At the same time one-third of site-based programs provide mentors with no training and conduct very little screening (compared with 25% of community-based programs), and 25 percent provide very little support to mentors (compared with 17% of community-based programs). The relatively high percentage of group programs that are both

short-term non-intensive and provide little in the way of program infrastructure, raises important questions about the viability of these programs to provide youth with quality mentoring.

Table 11
CLASSIFICATION OF MENTORING PROGRAMS

Group Programs (N=151)

Cluster (sample/BBBS sample)	**Required Commitment**	**Level of Infrastructure**
1- Site-Based (116/15)	Varies	Mixed
2- Community-Based (35/10)	Varies	Mixed

One-on-One Programs (N=563)

Cluster (sample/BBBS sample)	**Required Commitment**	**Level of Infrastructure**
3 - Site-Based, Long-Term (66/19)	Long-term	Mixed
4 - Site-Based, Short-Term High (32/7)	Short-term intensive	High
5 - Site-Based, Short-Term Medium (77/22)	Short-term (intensive and non-intensive)	Medium
6 - Site-Based, Short-Term Low (45/11)	Short-term intensive	Low
7 - Community-Based, Long-Term High (52/22)	Long-term	High
8 - Community-Based, Long-Term Medium (146/98)	Long-term	Medium
9 - Community-Based, Long-Term Low (47/23)	Long-term	Low
10 - Community-Based, Short-Term Intensive (57/12)	Short-term intensive	Mixed
11 - Community-Based, Short-Term Non-intensive (41/12)	Short-term non-intensive	Mixed

Most group programs (80%) do not focus on one specific goal and 44 percent do not target youth with a particular set of problems. Instead, group programs tend to have multiple program goals and to be open to youth with a range of needs (see Table 12). In the majority of group programs,

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mentoring is only one component of a more comprehensive program—in 72 percent of place-based group programs and 65 percent of community-based group programs, mentoring is only one program component. Other typical program components include such things as tutoring and family counseling. Community-based group programs have been around longer than have site-based group programs; the median program age is seven years for community-based programs compared with just under five years for site-based group programs.

Place-based group programs tend to be smaller than community-based group programs—about two-thirds (67%) of place-based programs have less than 50 mentors compared with only 47 percent of community-based programs. These two program types are about equally likely to target youth with academic difficulties, but substantially more community-based group programs (37% vs. 24%) target youth with other (non-academic) types of needs. Although only 21 percent of place-based group programs target their activities, none of the community-based group programs have targeted activities.

One-on-One Programs

Four of the program clusters are one-on-one site-based programs. We observed some general differences between site-based and community-based one-on-one programs. Among community-based one-on-one programs, 45 percent report high levels of screening and training compared with only 33 percent of place-based one-on-one programs. Similarly, only 16 percent of community-based programs have low levels of screening and training compared with 30 percent of place-based programs. Community-based one-on-one programs also tend to provide mentors with higher levels of support. Only 11 percent of community-based programs are characterized by low mentor support compared with 25 percent of place-based programs. Thus, 84 percent of community-based programs have medium to high levels of mentor support, whereas 75 percent of place-based programs provide as much support to their mentors.

One-on-one site-based programs are also more likely to be short-term programs (i.e., less than a year), which contrasts with the majority of community-based programs—more than two-thirds (70%) of place-based programs are short-term compared with only 29 percent of community-based programs. The short-term commitment mentors are required to make partially reflects the fact that 76 percent of the site-based programs are located in schools. With school-based programs, mentors are typically asked to commit to participating for the duration of the school year rather than a full calendar year—in 65 percent of school-based programs, mentors are asked for a commitment of less than a year. Interestingly, programs based in the mentors' workplace are also more likely to be short-term—76 percent of these programs ask mentors for less than a year's commitment.

Although very few programs in the overall sample target their activities, place-based programs are more likely than community-based programs to have their mentors provide a specified "topic" of mentoring activities (e.g., all related to academics or all related to jobs): only 2 percent of community-based programs have targeted activities compared with 17 percent of place-based

Table 12
CHARACTERISTICS OF MENTORING PROGRAMS BY TYPE

CLUSTER	Type of Youth Recruited			% with Targeted Activities	% Located at School	% Located at Workplace	Source of Mentors		Age of Mentors		% with Fewer than 50 Mentors	Median Age of Program (years)	% Mentoring Only
	Academic Problems	Non-Academic Problems	Needs a Role Model				% from School or University	% from Workplace	% with Youth Only	% with Elders Only			
Group Programs													
1	25%	24%	3%	21%	65%	1%	16%	8%	12%	8%	67%	4.7	28%
2	26	37	9	0	NA	NA	6	6	9	3	47	7.0	35
One-on-One Site-Based Programs													
3	32%	33%	14%	8%	86%	8%	9%	14%	3%	6%	49%	6	52%
4	31	31	6	9	71	3	31	13	16	9	56	3.4	41
5	34	22	9	22	78	11	18	11	22	12	70	3.2	36
6	36	24	2	25	62	22	36	19	20	10	67	4	44
One-on-One Community-Based Programs													
7	31%	35%	17%	2%	NA	NA	2%	2%	2%	2%	49%	12.9	67%
8	20	29	29	0	NA	NA	6	1	0	1	50	15.8	69
9	13	28	34	7	NA	NA	7	4	0	0	66	10.8	22
10	39	33	5	4	NA	NA	20	4	2	2	74	5	38
11	29	34	12	0	NA	NA	10	5	5	5	67	5.5	49

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programs. And place-based programs are more likely than community-based programs to use youth or elder mentors exclusively. Although 15 percent of place-based programs use only youth mentors and 9 percent rely on elder mentors, only 1 percent of community-based programs use either group exclusively.

Program size is similar for site-based and community-based one-on-one programs; about 60 percent of both types have fewer than 50 mentors. As was true for group programs, one-on-one place-based programs are more likely to include components in addition to mentoring: 57 percent offer programming in addition to the mentoring relationship compared with 38 percent of community-based programs. And since place-based mentoring is a relatively new phenomenon, place-based programs have a median age of about four years. In contrast, the median age of community-based programs ranges from five to almost 16 years (depending on the cluster).

Site-Based Programs

The four types of site-based programs are distinguished by type of mentor commitment and the level of infrastructure provided. Only the programs in cluster 3 require mentors to commit to meeting with youth for at least one full year. These programs vary in terms of their level of infrastructure—40 percent provide a high level of mentor support and 55 percent are characterized by a high level of screening/training. But nearly a third (27%) provide little support to mentors and 15 percent provide no training and conduct minimal screening of prospective mentors.

The programs in clusters 4, 5 and 6 are all short-term programs, but each cluster is characterized by a different level of infrastructure. Cluster 4 programs have the most infrastructure. All of them are characterized by a high level of screening/training and 75 percent provide mentors with a high level of support (both monthly contact and a mentor support group). 80 percent of these programs also require mentors to meet with youth at least weekly, thus meeting our definition of short-term intensive programs.

Cluster 5 programs have a medium level of infrastructure. Although they vary with respect to the amount of support provided to mentors, 80 percent have a medium level of screening/training, which means they use some of the critical screening criteria and provide at least some training. About two-thirds require weekly meetings while the remaining one-third do not expect mentors and youth to meet that frequently.

Short-term programs with the least infrastructure fall into cluster 6. Almost 90 percent of these programs provide no training and conduct only minimal screening of volunteers. Although nearly 40 percent provide a medium level of support to mentors (contacting them at least once a month), 47 percent provide very little support.

The four types of place-based programs also vary to some extent along other dimensions, although there is a lot of variation within each cluster. One-third of the programs in all four clus-

ters target youth with academic needs; another third of the programs in clusters 3 and 4 recruit youth with other types of problems compared with only 25 percent of the programs in clusters 5 and 6. Programs in clusters 5 and 6 are the most likely to focus the activities in which youth and mentors engage.

Across all site-based programs, 76 percent are located in schools, but only 62 percent of the programs in cluster 6 are school-based. At the same time, cluster 6 contains the largest percentage of workplace-based programs—22 percent. And cluster 6 programs are most likely to recruit their mentors exclusively from schools or universities (36%) or from a business (19%). One-third of cluster 4 programs also recruit exclusively from schools or universities, whereas 15 percent of programs in cluster 3 recruit from businesses. Programs in clusters 5 and 6 are most likely to rely solely on youth (21%) or elders (11%) as mentors. And the programs in these two clusters tend to be smaller than those in clusters 3 and 4; two-thirds of cluster 5 and 6 programs have fewer than 50 mentors compared with about half the programs in clusters 3 and 4.

The long-term programs found in cluster 3 have generally been around longer than the short-term programs found in the other three clusters. The median program age for cluster 3 is six years compared to less than four in the other clusters. And the long-term programs are also more likely to offer youth mentoring with no additional program services. In about 60 percent of the short-term programs, mentoring is only one program component compared to less than half of the cluster 3 programs.

Community-Based Programs

The remaining five clusters in the classification are community-based one-on-one programs. Similar to the place-based programs, these program types are distinctive in terms of mentor commitment and level of infrastructure. As noted above, however, these programs are generally characterized by higher levels of screening and training and mentor support than are their place-based counterparts.

The programs in clusters 7, 8 and 9 are all long-term programs, requiring mentors to meet with youth for at least one year. But they differ with respect to the level of infrastructure. All 52 programs in cluster 7 contact mentors at least monthly and offer mentors a support group (i.e., high support). These programs are also characterized by the most stringent screening process (using at least three of the four primary screening criteria) and provide mentors with at least two hours of training (i.e., high screening/training).

Cluster 8 programs have a medium level of infrastructure. That is, all have either a medium or high level of screening/training (i.e., using three of the four primary screening criteria and offering some training), but they vary from low (less than monthly contact) to high (at least monthly contact and a support group) in terms of the amount of support provided to mentors. Cluster 8 programs are the most typical of the community-based one-on-one programs—43 percent of this program type fall into this cluster.

Less common are the long-term programs with minimal infrastructure found in cluster 9. Nearly 60 percent of these programs offer mentors no training, minimal support and conduct very little screening of volunteers. The remaining 40 percent have a medium level of screening/training and about 30 percent offer mentors a medium level of support (i.e., at least monthly contact, but no support group).

Clusters 10 and 11 are short-term programs. The programs that require mentors to meet with youth at least weekly (i.e., short-term intensive) fall into cluster 10, while those that require less frequent meetings (short-term non-intensive) comprise cluster 11. The programs in both clusters vary with respect to level of infrastructure, but the short-term intensive programs are more likely to have higher levels. More than 60 percent of cluster 10 programs have high levels of screening/training and mentor support compared with about 40 percent of cluster 11 programs.

With regard to other program characteristics, virtually none of these one-on-one programs expect mentor-youth pairs to spend their time in targeted activities. And very few of these programs use either youth or elders as mentors exclusively.

However, the long-term programs look different from the short-term programs in a number of ways. Although about one-third of all these programs recruit youth with general problems that put them at risk, long-term programs are the most likely to recruit youth who simply need an adult role model (see Table 12). And about one-third of short-term programs (clusters 10 and 11) as well as the long-term programs with high infrastructure (cluster 7) recruit youth with academic needs.

Short-term programs are more likely to be small—71 percent of short-terms programs have fewer than 50 mentors compared with 53 percent of long-term programs. Among the long-term programs, size of program is somewhat related to level of infrastructure—those with less infrastructure are more likely to have fewer than 50 mentors.

Short-term programs (clusters 10 and 11) and long-term programs with less infrastructure (cluster 9) are more likely than long-term programs with higher levels of infrastructure (clusters 7 and 8) to offer mentoring as only one component of a larger program. 70 percent of the programs in clusters 7 and 8 (the long-term programs with the highest infrastructure) are mentoring only programs, compared with half the programs in cluster 11 and only 22 percent of those in cluster 9 (i.e., long-term, low infrastructure). Probably the biggest difference between the long-term and short-term programs, however, is the age of the program. More than half the long-term programs in our sample have existed for more than 10 years. In contrast, half the short-term programs are less than five years old.

V. CONCLUSIONS AND FUTURE RESEARCH

In this report we have described the extensive variation among mentoring programs designed to serve school-age youth. These programs have a variety of goals, expect mentors and youth to engage in various activities, and vary in the amount of screening, training and support provided to mentors. In spite of this variation, however, there are some features that characterize the majority of programs included in our sample.

The most common goal for matches, cited by nearly three-fourths of the programs, is for mentors to have a positive effect on youth's personal development. And nearly two-thirds (61%) of programs expect mentors to influence youth's academic behavior or performance. Coinciding with these goals, nearly 80 percent of programs expect mentors and youth to spend some time on academic activities and 90 percent expect that social and recreational activities will be part of the match's activities.

The surveyed programs cover the entire age range we examined, serving youth from elementary through high school. About half of the more than 115,000 youth being served by the programs in this sample are white, and about one-third are African American. In contrast, almost three-fourths of the more than 77,000 mentors are white, and about one-fifth are African American.

More than half the programs match youth and mentors in one-on-one pairs, whereas 21 percent use some type of group match. Group programs match adults with between two and 30 youth, but the median number of youth matched with one adult is four.

Most programs require their mentors to complete some training; the median amount is three hours. A little more than half of these programs require mentors to commit to meeting with their youth for at least 12 months, and 23 percent require a commitment equivalent to one school year; the remaining programs ask for a commitment of less than nine months. About two-thirds of programs require that mentors and youth meet on a weekly basis.

The classification we developed attempted to create typical program profiles in order to determine how various program characteristics are related to each other. We were able to classify programs into 11 clusters, based on the adult/youth match ratio (i.e., one-on-one vs. group programs), the location of program activities (i.e., place-based vs. not), the type of commitment required of the mentors and measures of the program's infrastructure. Most of the other program characteristics we examined vary within each of these 11 groups.

The amount of screening and training programs conduct is somewhat related to the amount of support they provide their mentors. Programs characterized by high levels of support for mentors typically also have at least a medium level of screening and training—among programs with high mentor support, 57 percent also have a high level of screening and training, and another 34

percent have a medium level of screening and training. About two-thirds of the programs have medium or high levels of *both* mentor support and screening/training.

We also observed differences in the amount of infrastructure between site-based and community-based programs. As expected, fewer site-based programs are characterized by high levels of screening and training of mentors (33% compared with 45%). Community-based programs need to use stringent screening criteria and spend time preparing mentors for interactions that will take place largely away from the oversight of program staff. In contrast, site-based programs may feel less need for pre-match screening and training because they know that matches will have more oversight given the fact that they meet in one location, where program staff are also often based. However, site-based and community-based programs look similar in terms of the amount of support they provide to mentors, particularly among one-on-one programs. Almost 85 percent of community-based programs and 75 percent of site-based programs contact mentors at least once a month to check on how the match is progressing. And about 40 percent of all programs have also established mentor support groups.

In addition to simply describing the variation that currently exists within the mentoring field, we have tried to provide information that enables policymakers and practitioners to begin making some judgments about the quality of programs currently operating. The extensive research conducted on Big Brothers Big Sisters programs provides the field with benchmarks that can be used for comparative purposes.

As discussed throughout this report, many of the programs operating outside the auspices of Big Brothers Big Sisters meet or exceed the standards for quality mentoring that characterize BBBS programs. At the same time, many programs have turned to alternatives to the traditional one-on-one community-based mentoring model for various reasons. Some models appear conducive to a relaxation of some program standards, which may reduce the cost of providing mentoring. Other programs have implemented group mentoring models to address two problems faced by much of the field—insufficient numbers of mentors to meet the demand and the cost of high quality one-on-one mentoring. To the extent that the costs associated with mentoring can be reduced without sacrificing quality, more youth can be served.[11] The question that remains to be answered then is whether spending time with a mentor in a group situation and the variation in infrastructure, which affects the preparation and support of mentors, observed across this sample of programs affects the development of relationships between youth and their mentors.

Can the classification we have created help us to understand differences in relationship development (and ultimately help us predict outcomes for youth participating in different types of mentoring programs)? That is, do youth in group programs—those who share their mentor with

[11] A subsample of these programs participated in a cost survey. Fountain and Arbreton (forthcoming) found that the cost per participant was indeed less in group programs compared with one-on-one mentoring programs. However, if one accounts for the amount of individual attention received by youth in these two types of mentoring matches, the cost per youth for individualized time spent with the mentor is about the same.

other youth—have different relationships with their mentors than do youth in one-on-one matches? How does being in a place-based program affect relationship development? And is the amount of screening, training and mentor support related, as we have hypothesized, to the development of positive relationships? Do these features of infrastructure affect relationship development differently in group programs compared with one-on-one programs? In place-based programs compared with community-based programs?

The majority of site-based mentoring programs responding to this survey are providing extensive support to their mentors, but what about the 25 percent of site-based and 10 percent of community-based programs that contact their mentors only infrequently? Are these mentors able to sustain their commitment to the program and develop supportive relationships with youth? And what type of relationships develop in those short-term (i.e., less than one year) programs in which youth and mentors meet infrequently (i.e., less than once a week)? P/PV's research on relationship formation suggests that the development of trust can take up to six months of regular and consistent meetings. The relatively high percentage of group programs that are short-term non-intensive (31% in contrast with only 14% of one-on-one programs) raises questions about the ability of mentors and youth to develop meaningful relationships in the context of a group mentoring model.

This report represents the first step in trying to better understand differences in mentoring programs, the relationships they create and the benefits they produce for youth who participate in them. The next phase of this project will examine the relationships that mentors in different programs have with the youth with whom they are matched. Mentors from 100 programs that cut across the 11 program types are being interviewed about their experiences. Our analysis of those data will address the questions noted above. The results of that analysis will be presented in a subsequent report as part of the Mentoring for School-Age Children research.

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APPENDIX A

METHODOLOGY

Following the completion of the program survey, P/PV researchers worked with The National Mentoring Partnership's Public Policy Council to develop criteria for creating a classification of mentoring programs. A number of program characteristics were considered, including program size, population of youth served, population of volunteers recruited to be mentors and various aspects of program infrastructure. We ultimately decided to look at five factors in developing the classification—the ratio of adults to youth in the mentoring relationship, where the program is located and three aspects of program infrastructure: screening and training, mentor support and required commitment. Each is described below followed by a discussion of the statistical techniques used to create the actual classifications.

Mentoring Model

First, we examined whether each program was implementing a one-on-one mentoring model or a group model. Programs were classified based on their *primary* model; programs that reported using both group and one-on-one models were classified as group programs. A few programs indicated that their goal is to have all one-on-one matches, but because of a lack of volunteers, a few mentors were matched with more than one youth; these programs were classified as one-on-one because the program goal is to have all youth in a one-on-one relationship. The few "team" mentoring programs, in which multiple adults meet together with a group of youth were classified as group mentoring programs. However, teams in which two adults meet with one youth were classified as one-on-one programs.

Program Location

Second, we examined whether mentoring pairs or groups meet primarily in one location (place-based) or whether the participants meet in a variety of places and settings (community-based). Again, this classification was based on the predominant characteristic of each program. Some programs require mentors and youth to meet in a specific place for the first few meetings, after which they can meet anywhere: these programs were classified as community-based. Some place-based programs occasionally arrange trips or outings for mentors and youth, but because most meetings take place in a specific setting, these programs were classified as place-based.

Infrastructure

To examine program infrastructure, we developed three composite variables: the first indicates levels of screening, orientation and training; the second measures the extent of mentor support; and the third measures required commitment.

Screening and Training

The screening, orientation and training variable divides programs into three groups:

- Those classified as "low" on screening/training use less than three of the four major screening techniques[12] and offer less than two hours of orientation and/or training; or they use at least four screening techniques but have no training or orientation.
- Programs with "medium" screening/training use at least three of the four screening techniques and offer some orientation and training, but less than two hours; or use fewer than three screens but provide more than two hours of orientation and training.
- Finally, programs classified as "high" on screening/training use at least three of the four screening techniques and offer more than two hours of orientation and training.

Using these definitions, about one-fifth (21%) of programs were classified as low on screening/training, whereas about 40 percent each were classified as medium (38%) or high (41%).

Mentor Support

The mentor support variable was developed by combining variables representing the frequency of contact between program staff and mentors and whether the program offers a mentor support group. Again, programs were classified as low, medium or high on mentor support:

- Programs with low mentor support have less than monthly contact with mentors, although they may offer a support group.
- Programs with a medium level of support contact mentors at least monthly, but do not offer mentors a support group.
- Programs classified as high in support have both a mentor support group and staff contact mentors monthly or more often.

Among the programs in our sample, about 20 percent offer little support to mentors, 38 percent provide a medium level of support and the remaining 42 percent offer mentors a high level of support.

Required Commitment

The last variable examined for the classification was the extent of the commitment a mentor is asked to make to the program, comprised of the duration of the commitment and how frequently mentors are expected to meet with youth:

[12]As discussed in Chapter III, the four primary screening tools (used by about 75% of the programs) are applications, references, personal interviews and police records checks.

- Programs classified as "short-term non-intensive" require mentors to commit to being a mentor for less than 12 months and to meeting with youth less frequently than weekly.
- Programs defined as "short-term intensive" require a commitment of less than a year with weekly or more frequent meetings with youth.
- Programs classified as "long-term" require mentors to commit to the program for a year or longer and have variable requirements for how frequently mentors and youth meet.

Among the programs in our sample, only 17 percent are short-term non-intensive and 32 percent are short-term intensive programs. The remaining programs (51%) require a long-term (at least 12 months) commitment from mentors.

Creating the Classification

The five variables described above—one-on-one versus group models, place-based versus community-based, level of screening/training, level of support to mentors and required mentor commitment—were used in the cluster analysis we conducted on the sample of 722 programs. Cluster analysis is a statistical technique used to identify commonalities across elements in a particular sample. This analysis was used as a starting point for sorting mentoring programs with similar characteristics into groups. The analysis groups elements (in this case, programs) by looking at features that these elements have in common and features that are different. Once the statistical analysis was completed, we examined the resulting clusters to determine whether they made sense substantively. Programs that were not able to be classified originally because of missing data on one or more of the clustering values were assigned to the cluster that seemed most appropriate given the information available for them. Once we completed this exercise, we were able to classify all but eight of the 722 programs in our sample.

APPENDIX B

THE NATIONAL MENTORING PARTNERSHIP'S PUBLIC POLICY COUNCIL

The National Mentoring Partnership's Public Policy Council is the public advocacy voice of the nation's youth mentoring movement. Its mission is to assure greater support for quality mentoring by federal, state and local government, and to expand the favorable attention given mentoring by the public policy community.

Convened and staffed by The National Mentoring Partnership, the council comprises approximately 50 institutional friends of youth mentoring—each of whom is dedicated to increasing dramatically the number of young Americans in meaningful mentoring relationships.

The members of The National Mentoring Partnership's Public Policy Council serve over 12 million young people in all 50 states and the District of Columbia.

Membership

Tom McKenna, Chair
Big Brothers Big Sisters of America

Dr. Susan Weinberger, Vice Chair
Mentor Consulting Group

Dr. Andrew Mecca
California Mentor Foundation

Jim Kooler
California Mentor Initiative

Judy Thompson
Suzanne Noonan
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Elements of Effective Practice[13]

These elements of effective practice present program elements and policies that have proven effective in a wide range of existing mentoring settings.

Responsible mentoring:

- Is a structured, one-to-one relationship or partnership that focuses on the needs of the mentored participant.
- Fosters caring and supportive relationships.
- Encourages individuals to develop to their fullest potential.
- Helps an individual to develop his or her own vision for the future.
- Is a strategy to develop active community partnerships.

A responsible mentoring program requires:

- A well-defined mission and established operating principles.
- Regular, consistent contact between the mentor and the participant.
- Support by the family or guardian of the participant.
- Additional community support services.
- An established organization of oversight.
- Adherence to general principles of volunteerism.
- Paid or volunteer staff with appropriate skills.
- Written job descriptions for all staff and volunteer positions.
- Adherence to EEO requirements.
- Inclusiveness of racial, economic and gender representation as appropriate to the program.
- Adequate financial and in-kind resources.
- Written administrative and program procedures.
- Written eligibility requirements for program participants.
- Program evaluation and ongoing assessment.
- A long-range plan that has community input.
- Risk management and confidentiality policies.
- Use of generally accepted accounting practices.
- A prudent and reasonable rational for staffing requirements that are based on:
  - organization's statement of purpose and goals,
  - needs of mentors and participants,
  - community resources, and
  - staff and other volunteers' skill level.

[13]Source: National Mentoring Working Group, convened by United Way of America and The National Mentoring Partnership, formerly One to One, 1991.